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OVERSIGHT ON HUMANITIES

HEARING

BEFORE THE

SUBCOMMITTEE ON
EDUCATION, ARTS AND HUMANITIES

OF THE

COMMITTEE ON
LABOR AND HUMAN RESOURCES
UNITED STATES SENATE

NINETY-NINTH CONGRESS

SECOND SESSION

ON

REVIEWING THE IMPACT OF THE HUMANITIES PROGRAM IN THE STATE OF VERMONT

FEBRUARY 13, 1986
MONTPELIER, VT

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OVERSIGHT ON HUMANITIES

THURSDAY, FEBRUARY 13, 1986

U.S. SENATE,
SUBCOMMITTEE ON EDUCATION, ARTS AND HUMANITIES,
COMMITTEE ON LABOR AND HUMAN RESOURCES,
Montpelier, VT.

The subcommittee met, pursuant to notice, at 10 a.m., in the auditorium, Pavilion Office Building, Montpelier, VT, Senator Robert T. Stafford (chairman of the subcommittee) presiding.

Present: Senator Stafford.

OPENING STATEMENT OF SENATOR STAFFORD

Senator STAFFORD. The meeting will please come to order. Good morning.

I have to say that I am not—I have been in Washington too long, I am not used to walking around in weather that is as cold as it has been in the last few days. But if I wait a few minutes, it will probably change.

This morning, the Senate Subcommittee on Education, Arts and Humanities is meeting to discuss the importance of the humanities in the lives of Vermonters. As many in this audience already know, I have the pleasure of serving as the chairman of the Senate Education, Arts and Humanities Subcommittee. The inclusion of the word "humanities" in the title was not by accident, but rather by design. The purpose was to acknowledge the importance of the humanities as one of the pillars of our society.

The Federal interest in the humanities has mainly taken the form of support for State and local projects by the National Endowment for the Humanities. This small, but extremely effective agency received an appropriation of $140 million last year. This money is distributed across the country for scholarly works, public outreach, and improvement of the course offerings in the humanities at the elementary, secondary, and postsecondary levels of education.

The subcommittee has recently completed action on legislation to reauthorize the humanities endowment along with the National Endowment for the Arts and the Institute of Museum Services. A new public law to continue these important programs for another 5 years was signed by the President on December 20.

During the past few years, education in America has been closely examined and criticized by numerous national commissions. In many of these reports, one of the major criticisms is that many schools have retreated from offering courses in the humanities and, as a result, many Americans are lacking an adequate background

in the humanities. Today we will look at the other side of the coin, at the many excellent programs which are offered in Vermont schools and communities. I will also be looking forward to comments from the witnesses about the National Endowment for Humanities—does it work well, has the endowment been helpful to Vermonters?

I think it is appropriate that the subcommittee hold the hearing today, as this week has already been proclaimed both National Humanities Week and Vermont Humanities Week. I might say also that I think it appropriate, since your Senator is from Vermont, that we have this hearing here. This proclamation is fitting because we all need to work together to increase public awareness of the importance of lifelong humanities learning and humanities instruction in our schools.

Although we have many outstanding witnesses today, I want to first recognize the work of an individual who has been extremely helpful to me personally and to our committee, Victor Swenson. I would like to thank Victor for his help in putting together this hearing today, as well as for his assistance last summer and fall when we were working on the reauthorization of the National Foundation on the Arts and Humanities Act.

It is time now to turn to our witnesses. Let me begin by thanking you all for traveling here to Montpelier, and I always regret that we never seem to have enough time, because I know how much work and trouble witnesses go to to appear in front of us. And when I say that I have to ask you to complete your remarks in 5 minutes, it is, once again, with an apology that in the Congress we never seem to have enough time to do anything in great detail.

Having said that, the first witness will be Mr. Ralph Nading Hill, and he will be followed by four panels, the first of which will be Dr. Tom Meier, president of Castleton State College; Mr. Jim Lengel, Deputy Commissioner of Education here in Vermont; Mr. Gayle Utley—I hope I have not mispronounced any of these—superintendent of schools, Lamoille North, Hyde Park.

So, Mr. Hill, we will be happy to hear from you.

STATEMENT OF RALPH NADING HILL, HISTORIAN AND WRITER, BURLINGTON, VT

Mr. HILL. Good morning. Thank you.

Senator STAFFORD. Good morning.

Mr. HILL. The work of the Council on the Humanities is particularly useful in States like Vermont, which are struggling to maintain their heritage and their individuality. American society is becoming homogenized. Emphasis is on sameness rather than differences. If Vermont loses its differences, it will lose the character it has always prized—truly its stock in trade.

In a society profoundly transformed by mass media, it is vital that quieter and more thoughtful voices constantly be heard. Having devoted a lifetime to Vermont history and its present derivations and connotations, I have naturally been impressed with the council's manifold activities in this field, particularly those with which I have been intimately involved and of which I have had firsthand knowledge.

In 1979, the council brought together seven living Vermont Governors to discuss the changes in Vermont's life and its problems since the Great Depression. The video transcript of the conference will long be useful and, in itself, is an historic component of the University of Vermont media library.

In 1980, the council sponsored another conference on the crisis facing the State's historical documents and artifacts. The importance of its message is too obvious to need emphasis.

The Governor's Conference on the Future of Vermont's Heritage, also sponsored by the council, convened in 1981. As chairman of this conference, let me assure you that its deliberations remain valid and that its resolutions and recommendations are still being worked through.

In 1985, the council made a generous planning grant to the Ethan Allen Homestead Trust, which is responsible for the facilities, program, and administration of the forthcoming interpretive center at a site which unquestionably will become a major focus of historical activities as we approach Vermont's bicentennial, not to mention a lasting educational facility of national importance.

Without the $200,000 grant from the Vermont Legislature, the restoration of the homestead would not have been possible. Without the council's recent planning grant which, I am confident, will in turn generate the resources for the interpretive center, I doubt if this most promising historic site in the State would even have a chance of becoming a reality.

It is almost axiomatic that the fate of important developments turns on seemingly minor decisions at critical times. The impetus given the Ethan Allen homestead venture by the council will very likely produce a facility with at least 50,000 visitors every year into the distant future.

It has been a pleasure for me to have played a part in activities so fortunately funded by the council, and I am grateful for this opportunity to call them to your attention.

Thank you.

Senator STAFFORD. Thank you very much, Mr. Hill. We appreciate your coming here, and I remember quite vividly the meeting of the seven Governors.

Thank you very much.

Mr. HILL. Thank you very much.

Senator STAFFORD. Now we would invite the first panel: Dr. Tom Meier, president of Castleton College; Jim Lengel, deputy commissioner of education; and Gayle Utley, superintendent of schools of Lamoille.

I should have complimented Mr. Hill on being a true disciple of Calvin Coolidge, which I always admire, in concluding his remarks in less than 5 minutes.

Why do we not—if Mr. Utley is not here at the present time, we will go right ahead, and we will ask the president of Castleton College to lead on.

STATEMENTS OF DR. THOMAS K. MEIER, PRESIDENT, CASTLETON STATE COLLEGE, CASTLETON, VT; AND JAMES G. LENGEL, DEPUTY COMMISSIONER OF EDUCATION, STATE OF VERMONT

Dr. MEIER. Senator Stafford, it is my pleasure to have the opportunity to address your Subcommittee on Education, Arts and Humanities. I would like to acknowledge and compliment your leadership in the Congress and thank you for holding this hearing.

In discussing the state of humanities today at Castleton, I am pleased to report that the faculty and administration at the college agree with Matthew Arnold that humanities acquaint us with "the best which has been thought and said in the world." Further, at Castleton, we have in recent years become more confident about the value of humanities to those in the workplace and we therefore become more self-confident in requiring more work in humanities of our students.

The humanities are a significant part of a student's educational experience at Castleton, whether that student is pursuing a degree program in one of the liberal arts or a professional program such as nursing or business administration. All students must fulfill course requirements in the liberal arts core curriculum, in addition to departmental requirements for the individual degree. The core consists of 16 courses totaling 44 to 46 credits, roughly 36 percent of the total number of credits required for graduation. These courses are chosen from a very limited menu of foundation courses in literature, history, the arts, and philosophy, as well as mathematics, and the sciences. These courses, which are usually taken in the student's first 2 years, provide a framework and a context which then inform the student's entire program of study. I should note this core curriculum was developed by a task force of faculty representing both liberal arts and professional disciplines, and was overwhelmingly endorsed by the entire college faculty last year. It increased the size of the core by eight credits, or 22 percent, by additions to the humanities component, including the requirement of at least three credits of study of a foreign language or culture.

In addition to these more traditional classroom experiences, all freshmen at Castleton engage the humanities outside the classroom in our new "Soundings" Program. Each student is required to attend a series of four keynote lectures during the freshman year, two each semester—paleoanthropologist Richard Leakey, Pulitzer Prize winning author and reporter David Halbersteam, Nobel Prize Laureate and international peace activist Betty Williams thus far this year—notable speakers whose remarks, and who very presence on campus, stretch our students' intellectural and cultural awareness. Each "Soundings" student is also required to attend four additional events each semester: plays, concerts, other speakers, special films and discussion session, and similar cultural activities on campus. In this way the humanities come alive in a very personal way, becoming not simply the subject of study in the classroom but also the object of living now and in the future.

Senator, I appreciate this opportunity to acquaint you with some of Castleton's approaches to humanities, and I thank you again for seeking our ideas.

[The prepared statement of Mr. Meier follows:]

Testimony of

THOMAS KEITH MEIER
President of Castleton State College

Hearing of the U.S. Congress
Senate Subcommittee on Education, Arts and Humanities

February 13, 1986

The humanities are traditionally defined as a cluster of specific academic disciplines traditionally found in the curricula of colleges and universities: modern and classical languages, linguistics, literature, history and archaeology, philosophy, comparative religion, and the history, criticism, and theory of the arts. Students facing an economic marketplace in which employment is tight often wonder whether courses in such disciplines will help them get jobs after graduation. They question investing time and money in coursework which they consider irrelevant to their reasons for being in college and impractical to their careers after graduation. In effect, they are questioning the importance and worth of the humanities to their lives.

The students of today are not the first to have such doubts. In a speech delivered to students at Eton in 1879, Matthew Arnold alludes to critics of the humanities in that day who said: "When the [student]... does learn, he learns nothing that is worth knowing."

Along with Arnold, I think that the humanities are important and worthwhile, that, indeed, the humanities are just as relevant and practical as the hard sciences, the social sciences, and the professional training programs which our students find so alluring. While it is often the training in a particular skill which helps a student obtain a job, it is the wisdom of the humanities which may determine how well he or she performs and whether he or she is to be promoted.

Arnold answered the critics with the following observation:

> It seems to me, firstly, that what a man seeks through his education is to get to know himself and the world; next that for this knowledge it is necessary that he acquaint himself with the best which has been thought and said in the world; finally, that of this best the classics [that is, the humanities]... form a very chief portion, and the portion most entirely satisfactory.

To know one's self and one's world is the task that confronts all humankind. It is this wisdom of the ancient Delphic oracle that Arnold sees as fundamental to one's formal education. And why? Because the task of self-understanding obligates us to grapple with questions that are central to human existence itself: the why and wherefore of who and what we are. Those who have come before us have grappled with these same questions, and we profit from their example as those who come after us will profit from ours.

The humanities acquaint us with, in Arnold's words, "the best which has been thought and said in the world." By placing the questions which confront us in a context larger than ourselves, the humanities give us the intellectual tools and aesthetic awareness which enable us to better attempt to answer those questions. They foster within us inquiring minds and healthy questioning, encourage tolerance and respect in us, nurture our aesthetic and cultural sensibilities, and help us develop a system of values that transcends the self-interest of the moment.

Do the humanities aid us in our daily work lives? Again, the answer must be yes. The nine-to-five work day cannot be separated from the rest of our lives. Frankly, the person who is ignorant of history, oblivious to other cultures, illiterate in his own language and others, and detached from the values of our society, has very little to offer an employer that cannot be replicated by a machine or by a worker who is merely trained as opposed to truly educated. Increasingly, employers are recognizing that narrow job skills alone are not enough. The broader perspective of the humanities supplements those skills by honing our capacity for critical analysis, deepening our thinking about the ethical dilemmas which pervade the world of work, and broadening our personal and professional adaptability in an unpredictable marketplace. The student with a solid grounding in the humanities is able to do more, see more, think more, dream more -- and go farther -- than the competition.

The humanities are a significant part of a student's educational experience at Castleton, whether that student is pursuing a degree program in one of the liberal arts or a professional program such as nursing or business administration. All students must fulfill course requirements in the Liberal Arts Core curriculum in addition to departmental requirements for the individual degree. The Core consists of sixteen courses totaling 44-46 credits (roughly 36% of the total number of credits required for graduation). These courses are chosen from a very limited menu of foundation courses in literature, history, the arts, and philosophy, as well as mathematics and the sciences. These courses, which are usually taken in the student's first two years, provide a framework and a context which then inform the student's entire program of study. I should note that this Core Curriculum was developed by a task force of faculty

representing both liberal arts and professional disciplines, and was overwhelmingly endorsed by the entire College faculty last year. It increased the size of the Core by 8 credits (or 22%) by additions to the humanities component, including the requirement of at least 3 credits of study of a foreign language or culture.

In addition to these more traditional classroom experiences, all freshmen at Castleton engage the humanities outside the classroom in our new "Soundings" program. Each student is required to attend a series of four keynote lectures during the freshman year (2 each semester) -- paleoanthropologist Richard Leakey, Pulitzer Prize winning author and reporter David Halberstam, Nobel Price laureate and international peace activist Betty Williams thus far this year -- notable speakers whose remarks, and whose very presence on campus, stretch our students' intellectual and cultural awareness. Each "Soundings" student is also required to attend four additional events each semester - plays, concerts, other speakers, special films and discussion sessions, and similar cultural activities on campus. In this way the humanities "come alive" in a very personal way, becoming not simply the subject of study in the classroom but also the object of living both now and in the future.

My views on the humanities, of course, are informed by my own life experiences in academia and in the business world -- the wisdom of hindsight. So many of our students, and especially our traditional-aged students, see things very differently. They suffer from what Professor William Ramage, Chairman of the Art Department at Castleton, has termed "matriculated tunnel vision." It is a disease which, if left untreated,

will deprive them of much. Simply stated, to paraphrase Confucius' response to his son who questioned the value of poetry: "If you don't study [the humanities], how will you be able to carry on a conversation?"

One of Castleton's eloquent advocates of the humanities is Professor of English John Gillen, who more than once has referred those who seek to know the power of the humanities to William Faulkner's Nobel Prize acceptance speech, and I could do no better than to conclude with Gillen's selection and Faulkner's words:

> I believe that man will not merely endure: he will prevail. He is immortal, not because he alone among creatures has an inexhaustible voice but because he has a soul, a spirit capable of compassion and sacrifice and endurance. The poet's, the writer's, duty is to write about these things. It is his privilege to help man endure by lifting his heart, by reminding him of the courage and honor and hope and pride and compassion and pity and sacrifice which have been the glory of his past. The poet's voice need not merely be the record of man, it can be one of the props, the pillars to help him endure and prevail.

Senator STAFFORD. Well, thank you very much, Mr. President. I think you have told us in your statement really what we are striving to do in the humanities nationwide, in Vermont, and at Castleton College.

I have seen how short an institutional memory can be even in the U.S. Senate in which the turnover has been so high that many of the little customs of doing things in the Senate have changed materially in the last 15 or 16 years. Part of it is because members who are coming in were not around there when the methodology of, say, Mike Mansfield, who was majority leader when I went to the Senate, was used. So understanding history and philosophy and art gives you an understanding of your past. I think you need that to understand the future. So I am glad you have got a good Core Curriculum of humanities at Castleton, and I hope other schools will do the same.

Mr. Lengel, we will be glad to hear from you.

Mr. LENGEL. Thank you, Senator.

Public and professional discourse on education these days focuses on computers and competencies, on technology and test scores, on teacher salaries and tax rates. But our daily talk of finance is seldom informed by philosophy; our work on curriculum is often ignorant of history and literature. I sense excitement and I spend money on microchips and mathematics, on skills and sciences; but I sense little excitement about the ideas of history and have no money to spend on the themes of literature. To some the humanities do not seem to be "in."

But there are some things in public education, I think, that those in policymaking roles can do something about. One of the things that schools are doing all over the country is strengthening their teaching force and bringing on new teachers, new blood into a profession that needs some upgrading. When we do this, I hope we will call forward people who have a broad liberal grounding in history, literature and the arts. As Tom described, we need more people with that kind of background in the teaching profession.

One of the things going on in many of the schools is changing and updating the curriculum and requirements for graduation from high school. We are calling for increases in math and science, of course. There is no reason at the same time we cannot call for the increases in history and the arts and languages along with the rest.

Vermont and other States are engaged in a new round of testing our students to see how well our schools are doing in putting out their product. There is no reason that we cannot now also measure the students' grasp of the humanities as well as their understanding of arithmetic computation. There is no reason we cannot test the way that they think and reason and play with ideas as well as the whether or not they can add 4 and 4 together. These are things we can do as educators and government.

In the next 2 years, our public is going to face a special opportunity to bring the humanities back into the basics. The U.S. Constitution is going to celebrate its 200th birthday in 1987. I hope that we can move beyond the tall ships and commercial parades of 1976 and really help our young people understand the ideas and themes behind the Constitution. These are important ideas that started in

1787 and long before. They remain as issues and goals today. What you will see with students in Vermont schools, Senator, is a special project to celebrate the Bicentennial of the Constitution, trying to get them to celebrate it in their minds as well as out on the streets. You will see them engaging in moot court competitions to play that knowledge out with our students. You will see students from Vermont going on to a national competition sponsored by the Center for Civic Education.

Vermont is one of 16 States currently new field testing the materials for this national bicentennial celebration that we hope to see next year.

Our final topic is educational technology. I just returned from a meeting on that theme. As I said, technology seems to be the latest trend. One of the things I have learned, Senator, there is no reason technology cannot be drafted into the service of the humanities. Computers today can deal with words, ideas, concepts, and visual images, as well as they can deal with numbers. I would say those are the meat of the humanities and there is no reason why in our schools we cannot link the two. I hope we can link with Apple Computer and some other groups that use the new technologies to get at some of the more important ideas behind such things as the Constitution.

Finally, Senator, I hope that in the future the programs of the National Endowment for the Humanities and of the Department of Education reach out more to teachers and students in our public schools. The few that have taken advantage of the National Endowment for the Humanities have seen a change in their classroom toward the humanities. More of this must continue to bring a humanities prospective, not just to the policy.

I thank you for the opportunity.

[The prepared statement of Mr. Lengel follows:]

TESTIMONY
HUMANITIES AND EDUCATION

Montpelier, Vermont
February 13, 1986

By: James G. Lengel
Deputy Commissioner of Education

Public and professional discourse on education these days focuses on computers and competencies, on technology and test scores, on teacher salaries and tax rates. But our daily talk of finance is seldom informed by philosophy; our work on curriculum is often ignorant of history and literature. I sense excitement and I spend money on microchips and mathematics, on skills and sciences; but I sense little excitement about the ideas of history, and have no money to spend on the themes of literature. The humanities are not "in."

Both educators and policy-makers can act to change this state of affairs. All of the states are in the midst of setting new directions for their public school systems, new directions in teacher quality, in school curriculum requirements, in tests and measurements, and in how technology is to be used. As we pass these new laws and regulations, the trend seems to be heading away from the humanities. We need to reverse this trend, and here's how.

1. We can make sure that, as we strengthen our teaching force and bring new blood into it, we call forth people who inform their teaching, in whatever subject or specialty, with a broad liberal grounding in history, literature, and the

arts. And the teachers already in our schools deserve in their inservice programs at least as much intellectual inquiry as they now get technical training. More of the programs of the National Endowment for the Humanities can be aimed at educators, from school board members to superintendents to kindergarten teachers.

2. As we upgrade the quality of the curriculum with new graduation requirements, we can call for increases in history and the arts and languages along with increases in math and science. We can define the subject areas, not in terms of narrow skills and specific competencies, but in terms of the ideas and concepts and themes that they are designed to teach.

3. As we give more tests and publish more numbers to assess the results of schooling, we need to measure students' grasp of important humane ideas as well as their mastery of the facts; test their ability to think and reason as well as their competence in arithmetic computation. Educators now possess the technical means to measure student progress in the humanities; we only lack the will to make it part of our policy.

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We are facing a special opportunity to place the humanities centrally in our schools, with the upcoming bicentennial of the U.S. Constitution. I hope that we can move beyond the tall ships and commercial parades of the last bicentennial of 1976, and use the 1987 celebration to help our young people understand the ideas and principles embedded in our Constitution. Vermont schools plan to participate in a national academic competition that will test their comprehension of such concepts as liberty, justice, and equality. These ideas formed the basis of our frame of government in 1787, and they remain as national goals today in 1987. Through literature, history, the principles of law, and even the arts, I expect that our teachers will use the humanities to bring all of our young people -- not just the college-bound or intellectually-inclined -- to a full understanding of the ideas and the ideals that the Constitution represents. You'll see them study the Vermont constitution as they do this, and you'll see them apply ideas from the Constitution to many aspects of life.

Students in Vermont public and private schools will make the celebration of the bicentennial of the United States Constitution a CEREBRATION, heeding the advice of Chief Justice of the Supreme Court, Warren Burger, to make the bicentennial of the Constitution a civics and history lesson for the nation.

They will participate in a celebration of the bicentennial of the United States Constitution from 1987-1991 in a Bicentennial Competition sponsored by the Center for Civic Education and the Law in a Free Society Project.

Students will study a specially prepared study unit containing thirty lessons on the Constitution and the Bill of Rights. Lessons are designed to complement and be integrated into existing curricula. The general goals of the study unit are designed to foster civic competence and civic responsibility among students through the development of:

A. a fundamental understanding of the Constitution and Bill of Rights and of the principles and values they embody, and
B. an understanding of the rights and responsibilities of citizens in our constitutional democracy.

After completing their study, classes will compete as teams demonstrating their knowledge and understanding of the Constitution. Each class will complete a test and participate in a moot court Hearing on a fundamental constitutional issue. The combined score of classes on this two-part test will decide which class will go on to the next round of the competition.

Vermont has been chosen as one of 16 states in which field testing of the procedures for the Bicentennial Competition will be conducted. The Vermont high schools will be invited to participate in the field testing during the Fall of 1986. Results of the field test will be used to refine the procedures and materials for the national competition which begins in the fall of 1987.

Members of Congress in whose states or congressional districts the program is being field tested will be invited to appoint representatives from their district offices to assist educational leaders in their area to coordinate the program.

They'll even use the latest technologies in their study. I just returned from the west coast, where I worked with people from Apple Computer and others to design a high-tech Constitution data base, a combination of videodisk, computer, and CD-ROM technologies, that could be available in every high school next year, allowing both teachers and students alike instant access to the documents, images, and ideas that led to and have emanated from the Constitution.

This is an example of how the latest arena of educational policy -- that of technology in the schools -- might be focused. There is no reason that the best technology can't be drafted into the service of the humanities. Computers today can deal with words, ideas, concepts, and visual images. These are the meat of the humanities. The new technologies and the humanities are not mutually exclusive. The next few years will present us with myriad opportunities to link the two in our schools, and in our young peoples' minds.

I hope that the National Endowment for the Humanities and the Department of Education programs reach out over the next few years to teachers and students in our public schools. This can help to bring a humanities perspective to our work in education.

Senator STAFFORD. Thank you, Mr. Lengel.

I might add that our hope is for our busy Supreme Court to bring in the idea of the Constitution when it rules on the Gramm-Rudman bill.

Mr. Lengel or Mr. Meier, have either of you had any direct contact with the National Endowment of the Humanities?

Mr. LENGEL. Certainly. I think—I have not got exact numbers, but I know that many of our Vermont school teachers have taken part in institutes sponsored by the National Endowment. As I said, it has affected their classrooms. There has been a change in what they teach.

Mr. MEIER. At Castleton we have not had any projects sponsored by the endowment, but we are working to remedy that.

Senator STAFFORD. I take it you both would say then that the National Endowment is a good idea and it is important to fund it on a Federal level, the expenditure of Federal dollars?

Mr. MEIER. Yes.

Mr. LENGEL. Yes.

Senator STAFFORD. Have you noticed either any drop in the intellectual achievement of students in recent years, especially in the humanities as they are reaching their senior year in high school or graduated to go on to college? Would you have any knowledge on that?

Mr. MEIER. In our experience, Castleton has been somewhat off of the normal national and State trends since, in the past several years, we have become a great deal more sought after institution by students and I had to institute a policy of selecting admissions. So, in the past few years, we have actually seen a quite measurable increase in the preparation of students across the board in the sciences and math, and in the humanities as well.

Senator STAFFORD. All right, gentlemen.

We thank you very much for joining us this morning and appreciate the opportunity to hear you.

The next panel will be a panel of two, Mr. Robert Harnish, Cortina Inn, Killington—Bob, why do you not come on up—and Mrs. Hannah Reen who is a participant in "Builders for Tomorrow," Hyde Park, VT.

My apologies. This is a three-person panel. There is also Dr. Laura Dustan, who is a participant in the programs sponsored by Vermont Council on Humanities in Craftsbury Common.

So we welcome you all here. And unless you have a preference as to how you proceed, we would go in the order in which we called your names, if that is agreeable. And assuming it is, Bob, I guess you are the lead-off witness.

STATEMENTS OF ROBERT HARNISH, OWNER, CORTINA INN, KILLINGTON, VT; HANNAH REEN, PARTICIPANT, "BUILDERS FOR TOMORROW," HYDE PARK, VT; AND DR. LAURA C. DUSTAN, PARTICIPANT, PROGRAMS SPONSORED BY VERMONT COUNCIL ON HUMANITIES, CRAFTSBURY COMMON, VT

Mr. HARNISH. All right. Thank you, Senator.

It is a pleasure to be here, and I guess I am one of the witnesses who just has a gut reaction to the humanities program as a partici-

pant. I am an entrepreneur from Vermont and, as the Senator mentioned, a supporting member of the Vermont Council on the Humanities. I am currently involved with my wife in two of the reading and discussion series being held at the Rutland Library, the Heroes, Heroines, and Heroism series, and the Biographies of American History.

Senator STAFFORD. Excuse me. Can you all hear the witness all right?

Mr. HARNISH. Why are we doing this? Well, certainly to seek mental stimulation and some diversion from our business. We could do this through college courses. Certainly many courses are offered in continuing and adult education, but that is too demanding on our time frankly, and this course, which meets once every other week, is just perfect for us. We have 2 weeks to read each book before the next discussion and lecture. We want to maintain our contact with our cultural heritage, both worldwide and in the United States.

I have found that the series in Rutland is really excellent. We are proud of the fact that it was founded in Rutland; in fact at the Rutland Library, by Pat Bates, and currently very nicely directed by Carolyn Meub. The selection of books and the choice of lectures has been excellent and made this a very enjoyable and stimulating program in which to participate. The participation in the series has been on the average of 15 to 20 people, retirees, teachers, professional people like myself. I guess in all of these things, the future of these programs comes down to funding. I believe discussion of books on our civilization and our American culture are as important as what I call, redundant bombs. If funding is tight, let us ask the participants contribute to the program. But let us, by all means, keep it going.

Senator STAFFORD. Thank you very much.

Now, Mrs. Reen, we would be glad to hear from you.

Mrs. REEN. Senator, I hear everyone thanking you, and this is the first time for me, and I will see whether or not I will thank you when I am done.

My first introduction to the humanities was in a reading group, and I have read a lot—just for pastime. I never dissected the books. The theme of the group was "books about women by women," and I had never done that before. Many different ideas came out of that.

One book we read, I saw a woman drowning; most of the group saw her committing suicide. Another book was about widows, and I was left widowed with a very large family rather young, and there was nothing to do but cope. Some of these people thought,

> How dare he die and leave me to cope with these things. I don't know how to sell the beach house, I didn't know cars needed oil, where are the bank and checkbooks and what do you do with them, and who is going to raise the children?

That was my first introduction and it was incredible, absolutely.

My next dealings with the humanities was a program called "Builders for Tomorrow." It is a scattered group of oldsters from the four corners of the State interested in oral history.

There was a federally funded program at Johnson State College called "Wise" in 1976. We had two residencies there in 1976 and

1977. In the fall of 1978, an oral historian, Amy Johnston, reconvened the people from "Wise" who were still interested in oral history. We met monthly and continued taping and, in 1981 we produced a book. We were pretty proud of it.

Since 1982, we have had three grants from the humanities. This allowed the opening of three more sites, one in Gilman, one in Newport, and one in Hardwick, as well as the Johnson one. The themes were "Changing Lives," "Family Education," "Work," "Child Rearing," that sort of thing. We had 2-week long residencies at Johnson in 1983 and 1985—no, 1 week, two residencies. At these meetings we were introduced to people called scholars. They were very helpful in keeping us somewhat structured because our minds do wander, in our thoughts. They also provided us with ideas very different from our own. They asked provocative questions which would draw things out which we had not thought about in years. "What were your feelings when your sister pulled your hair? How di you feel about the rag doll your mother made? How are things different today than they were yesterday?"

Another valuable thing that came out of this was many of our peers are dying, and we lose those friendships. These meetings allow us to meet new people, get ideas, carry on a conversation about what interests us. We now view our own lives as history, not just Washington's and Lincoln's. The residencies were a brand new setting for most of us. We were never before away from home. We were interfacing with college kids and getting into the technological age.

Many of us never had any experience with tape recorders; in fact, many of us were afraid of them. Later, these same people could not be stopped from taping. They had never heard their own voices before. We met computers for the first time. We may never work for IBM, but we know what they look like and a bit of how they operate. We have about 60 people from around the State that keep their finger in this group, 35 or 40 who come to the residencies, or who came to the residencies. Each meeting attracts about 20 ranging in age from around 60 to 95. Each year we have had new participants.

Each residency has had a particular theme. The first one in 1983 was "Community and Family Life, Interdependence and Independence." The second in 1985, "How the Past and Future Affect the Present."

A typical day at the college was early morning exercise, not for me, as you can see; oral history taping; and discussion films and discussion autobiographical writing; art program; computer training; and lots of good food and good conversation.

There was animated conversation there from early morning to midnight. We had the use of the college facilities, such as the library, the movies that are shown at night, the readings by different writers and poets, the incredible views from the hill. I could go on and on.

I think I speak for a lot of people in Vermont, and I have met a lot of them through this program. I think the humanities should go on forever helping us to get much joy from living in our sunset years. These kinds of programs give us interesting reasons for

living, for getting up in the morning. It keeps our minds active and alert.

Thank you.

Senator STAFFORD. And now we will hear from Dr. Dustan from Craftsbury Common.

Dr. DUSTAN. Thank you, Senator Stafford.

Senator STAFFORD. Do you want to pull the mike over? Some of our guests may not be able to hear.

Dr. DUSTAN. I think I will probably need it.

Senator Stafford, members of the Senate Subcommittee on Education, Arts and Humanities, and ladies and gentlemen. It is a privilege to have the opportunity to speak about the impact of the humanities program on my home area of Vermont. From my point of view, and that of a number of others with whom I have had contact, we have found the programs mentally stimulating, of interest to persons of quite divergent backgrounds, and a positive factor in creating intracommunity and intercommunity relationships.

For identification purposes, my name is Laura C. Dustan. My place of residence is Craftsbury Common, VT. My community is one of four small villages located in the township of Craftsbury. Craftsbury Common is approximately 40 miles north of Montpelier, 30 miles south of the United States-Canadian border, 35 miles from Stowe, which is to the southwest, and an equidistance from St. Johnsbury which is to the southeast of our hilltop location.

The town of Craftsbury is within the borders of Orleans County, which is one of the three rural, northeastern most counties of Vermont. This is the area which Vermont's most beloved Senator Aiken dubbed "The Northeast Kingdom." The latest population count for our township was estimated at 863 persons in 1984, an increase of 19 souls since the official census of 1980. Based on these facts, I believe it is evident that I speak from a rural perspective.

After a busy professional career associated with academic nursing, I retired to Craftsbury Common, the small community in which I was born, and which my family's ancestors settled in 1789. To return to such a rural area after years of urban living was something of a cultural shock. Gardening in the summer and shoveling snow in the winter, while recommended for muscular conditioning, are activities which are somewhat lacking in intellectual stimulation.

You will appreciate the feeling of pleasure and excitement my sisters and I felt when we learned that the Vermont Council on the Humanities and Public Issues planned to sponsor, on a trial basis, a series of lectures in this rural part of Vermont. The council was looking for a local sponsor which was subsequently found on Craftsbury Common, the home of Sterling College, a small private, postsecondary educational institution. A Sterling College faculty member, together with our local libraries, agreed to act as sponsors. Sterling College faculty managed the programs, distributed the publicity throughout the Northeast Kingdom, and provided the necessary classroom space.

Thus, through the combined efforts of the staff of the Vermont Council, the local sponsors and a number of college professors who were willing to do "one-night stands," the course, "Establishing America—The Founding Years," was initiated in the fall of 1984.

The format consisted of a series of readings to be done by the participants, followed every 2 weeks by a relevant lecture on the subject matter. The lecturers were visiting professors drawn from a number of Vermont's institutions of higher education. Over 40 persons were in attendance at the first meeting. What was particularly significant was the fact that most of those who started completed the six scheduled sessions. Written evaluations were uniformly positive. Anecdoted remarks may be of more interest. One farm couple commented, "We appreciate having this type of learning opportunity available in our community. Please give us more." One retired lady was heard to say, "What a joy to sit again at the feet of a scholar, all within walking distance of my home."

We are now into our fourth series of programs devoted to history and literature, both staples of the studies of the humanities. Participants continue to come from communities to the north, to the south, to the east, and to the west of Craftsbury Common, as well as from our small village. A 50-mile drive or a 1-mile walk on a below zero January night seems to deter neither the visiting lecturers nor the eager participants. We seem to have developed a mutual admiration society. Apparently the visiting professors enjoy sharing their ideas with us as much as we appreciate the enlightenment they bring into our lives.

My plea to you who are members of the subcommittee concerned with education, the humanities, and the arts, is as follows: Please continue to remember rural America. We believe that the exercise of our minds contributes as much, or more, to our health as the exercise of our bodies.

Thank you for your past support. May it be continued.

Senator STAFFORD. Well, thank all of you for joining us this morning.

I have to say that Craftsbury Common has also been made famous in the northeast by Francis Colburn, professor of fine arts at the University of Vermont. Anybody who has not heard the celebrated graduation speech has really missed something, and it should be part of the folklore of Vermont.

Dr. DUSTAN. He had another one or two choice ones I am sure.

Senator STAFFORD. I have two or three others I was not going to mention.

I did want to ask you though, Mrs. Reen, you mentioned a couple of grants in 1982, I think?

Mrs. REEN. 1982 and 1983 and 1985.

Senator STAFFORD. Those grants have come from the State council?

Mrs. REEN. Um-hum.

Senator STAFFORD. And I would gather all three of you agree that both the State and the national programs in support of the humanities are invaluable programs for the Nation and our future. Would you agree to that?

I see all three of you are nodding. I want that in the record. Thank you very much.

The next panel will consist of Mrs. Deborah Clifford, historian of Middlebury, VT; and Mr. Peter Pill, senior vice president, Bank of Vermont, Brattleboro, VT.

I am sure, Mr. Pill, you get some wisecracks with a name like "Pill."

Mr. PILL. Senator, you are the first one that has mentioned it.

Senator STAFFORD. Then I would call on you at once if someone tried to takeover the bank with an unfriendly takeover effort.

I think we will go in order here in which we called the names. That means, Mrs. Clifford, we would hear from you first. And would you pull the mike over so that people may hear.

STATEMENTS OF DEBORAH P. CLIFFORD, HISTORIAN, AND TRUSTEE OF THE SHELDON MUSEUM, MIDDLEBURY, VT; AND PETER F. PILL, SENIOR VICE PRESIDENT, BANK OF VERMONT, BRATTLEBORO, VT

Mrs. CLIFFORD. In my testimony on behalf of continued support for humanities programming in Vermont, I would like to focus on the effect that programming has had on one community in the State, namely, Middlebury.

When my husband and I moved to this small college town in the mid-1960's, nearly all the cultural activity of the community was centered around the college. Lectures, concerts, and plays were open to anyone who wished to climb the hill to the campus and enjoy them. Few townspeople, however, attended these college-sponsored events. Whether they were put off by the scholarly tone of the lectures or intimidated by the academic atmosphere, most stayed away.

Down the hill in the town, opportunities for intellectual and cultural enrichment were few. Apart from the local movie theater, an occasional lecture at the library, or play at the high school, there was little to induce the local citizenry away from their TV sets. Today, the town of Middlebury offers a variety of cultural and intellectual fare for its citizens, including several programs sponsored in part by the Vermont Council on the Humanities and Public Issues.

You have heard or will be hearing about the successful reading and discussion series in literature and history which, for the past 8 years, have been attracting enthusiastic Vermonters in large numbers to their local libraries. Such programs have been well received in Middlebury as well.

But, for the purpose of this hearing, I would like to focus on two history programs sponsored by the Vermont Council which are intended not simply to stimulate the study of community history in Middlebury, but to encourage such efforts in other towns in the State as well.

Back in the fall of 1983, the Sheldon Museum and the Vermont Council on the Humanities sponsored the first of three annual history workshops. Entitled, "Middlebury, 1790–1830: Interpretation of a Community Through Its Artifacts," the 3-day workshop was designed to demonstrate ways of interpreting Vermont's material heritage. Through lectures, discussions, walking tours, and field trips, this model program examined resources in Middlebury and western Vermont for the period 1790 to 1840. Enrollment in the workshop was limited to 40, and the participants included local residents as well as people from other parts of the State.

The first workshop met with a most enthusiastic response, and two more have been held since. Each fall, there has been a waiting list for enrollment in the workshop, and last spring we ran a second one to accommodate those who had been unable to attend the one in the fall.

I have a few comments from some of the participants in the workshop held this past fall, and this was entitled, "Exploring Local Industry." For purposes of time, I will just read one of these, although there are more on the printed sheet.[1]

"In college I didn't enjoy studying history because it seemed so dead and distant. But in learning more about the town I live in and buildings I see every day, history jumps to life and becomes an intimate part of my existence. I appreciate more deeply that events occurring in local history are reflections of events at the State, national and international level and that all are inexorably linked together."

Community history programs are clearly meeting a real need here in Vermont. It is evident, both to the Vermont Council and to us at the Sheldon Museum, that these workshops are helping the citizens of this State to better understand their heritage. Furthermore, in an era when people are searching for their family roots, it makes sense to direct them as well toward a better understanding of their community's roots. Vermonters need to know how their heritage has helped to mold the present and can help to mold the future.

The success of our fall workshops has encouraged the Sheldon Museum to seek further assistance from the Vermont Council on the Humanities and Public Issues for improved public history programs. Like similar Vermont institutions, the Sheldon Museum is rich in historical resources, but full interpretive use of these resources has not been possible because of a small overworked staff. This spring, thanks to funding from the Vermont Council and from Middlebury College, a historian with a strong background in public history is being shared by the college and the museum for 6 months beginning January 1, 1986.

In addition to teaching a course at the college on researching local history, Prof. Walter Edgar is performing a variety of services at the Sheldon Museum which will enable us to serve the public more effectively with educational programs. Among these services is a training program for museum personnel and representatives of educational institutions and other museums and historical societies in Vermont designed to acquaint them with interpretive uses of local historical resources. Professor Edgar will also be devising new interpretive programs which can serve as models for other historical institutions in the State.

I thank you very much for this opportunity to testify.

Senator STAFFORD. Thank you very much, Mrs. Clifford.

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[1] "I learned more about early Middlebury history during this past weekend than I learned in the previous eight years since I moved into town. I much more fully appreciate the roots of the town and the many historical and cultural assets which give us ample reason for local pride. A very rewarding weekend!"

"This was one of the most interesting weekends for my wife and me since moving to Middlebury seven years ago."

"Undoubtedly the best program of its kind that I have attended."

Are you satisfied with the support you are getting from the Vermont Humanities Council?

Mrs. CLIFFORD. Thoroughly. They have been most enthusiastic and we really feel that we could not have done what we are doing in Middlebury without them because we simply would not have had the funds. We could have run these workshops, but we would have had to charge exorbitant fees.

Senator STAFFORD. Do you have any contact with somebody from the National Council on the Humanities directly?

Mrs. CLIFFORD. Have I? You mean the museum itself?

Senator STAFFORD. Or the museum.

Mrs. CLIFFORD. Not the museum. I have had some contact. I have been an evaluator. But not with the museum.

Senator STAFFORD. All right. Thank you.

You remind me of the fact of General Harmand when he was president of the university, more known for his skills as a battlefield commander maybe than a gentleman interested in humanities, once told me that his faculty had asked him to eliminate American History and asked him to replace it with mid-European culture. And he flushed even telling me. And he said to them, "I don't care how much mid-European culture you want to teach. As long as I'm the president of this university, we're going to teach American history."

Mr. Pill, we will be glad to hear from you.

Mr. PILL. I feel a little overwhelmed being asked to be here since I have only lived in the State for 3 years although I consider myself a 51-year full-time summer resident.

I am fortunate that I had a background coming from a family who were mostly educated where I was encouraged, stimulated to learn. Unfortunately, like most youths, I guess, education was wasted upon me and I did not take advantage of all those things that were there to take advantage of while I was there in school and college. However, I have been stimulated to continue to want to learn. Unfortunately, many others do not have the opportunity that I have had, or they do not take the opportunities as I did not, and many do not receive encouragement to learn.

Later on, as we gain wisdom, I guess, we desire to gain that knowledge that we missed. Fortunately, there are such things as public radio, museums, public television, libraries, et cetera, that you can go to to continue to develop your potential to learn and explore, especially those things that are either a nominal cost or free, that can be taken advantage of by those who are not able to afford a normal education.

Three years ago, we moved to Grafton, VT. And while I realized that Grafton is not what you would really call your typical Vermont town, the year-round residency, together with the people in surrounding towns, does represent an excellent cross section of life in rural America. While deciding to stay gainfully employed, I have had the opportunity to become involved with the people in southeastern Vermont, their dreams, aspirations, problems, and just about everything in between. It seems that the one common denominator about them all is their pride, not in themselves, but in their communities and what there is to participate in and what they can give in return.

In the fall of 1983, we saw an announcement about a reading group being formed at the library in Grafton, the topic was about life in New England. We entered. It looked interesting and it fit our budget. Of course, we found out about it because of a poster at the local village store. Our comments regarding this big cultural step ranged from the sublime to the ridiculous. We would never have done this on Long Island. Of course, we never would have done it because we would not have known about it. We did not know anybody. Who cared? What if it is boring? Decide not to go back, et cetera, et cetera, ad nauseam.

What we found was a good selection of literature, topic integrity, excellent speakers who seemed to be there because they had something to share and, most importantly, a cross section of interesting people who attended for a myriad of reasons, people whose education ran from high school graduate to LL.B. and Ph.D., whose occupations covered farmer, housewife, clerk, artist, shopkeeper, banker, lawyer, et cetera. What we found were people who enjoyed a structured reading program where they might not read regularly to those who read regularly, but enjoyed the opportunity to hear knowledgeable lecturers discuss the contents of books making them take on more interesting meaning. And, just think, there was not any final test that you had to cram for and you did not have to figure out how to look good for the professor in order to get that high mark.

We are still not sure what we enjoy the most—the reading, the lecture, or the interaction of the participants. By the way, we signed up for the next 2 years also, and hopefully for the future.

We also became interested in the programs of the Brattleboro Museum and Art Center. Certainly different from most museums, due to its absence of permanent displays of collections. They have provided to us some fine programs of interpretive history of the State and area which we find most thought provoking and insightful into our heritage.

Recently we purchased tickets to a series organized by the Green Mountain Festivals in Chester. We had the pleasure of attending a performance of "Antigone," performed as a puppet show by Peter Arnott, who is a professor at Tufts University. I must say that I attended out of curiosity, wondering how a one-man show could pull off a Greek classic. For the first time since college days, I finally was able to figure out what "Antigone" was all about.

The common thread in mentioning the reading group, the museum, and the puppet show, of course, is the Vermont council on the Humanities. While the organization was given credit each time and at each place, it was not the controlling or dominant force that produced the final result. It was the local group who worked to produce the program, with the Council providing the perspective, the insight, and the resources which would probably never have been available at a local level.

How much has it impacted our lives? It is not the driving force. We have not taken full advantage of all it has to offer. We have to become more involved in many ways, but it has provided hours of enjoyment, served as a catalyst for new and varied friendships, formed new ideas and insights into our cultural heritage, and now would be sorely missed if it was not there.

[The prepared statement of Mr. Pill follows:]

R.R. 3, Box 305A
Sylvan Road
Grafton, Vermont 05146

February 10, 1986

Honorable Robert R. Stafford
1 Main Street
Champlain Mill #45, 4th Floor
Winooski, Vermont 05404

Dear Senator Stafford,

It came as quite a shock to receive a phone call asking me to write and speak to you about what the programs, being supported by the Vermont Council On The Humanities, have meant to myself and my wife. Being a "transplanted flatlander" or maybe, more appropriately, a year round "summer person" my first reaction was that I was probably the most unqualified person to ask.

However, upon reflection, and with the purist of motives I felt that what has happened to us in three years of full time residency in Vermont may be of help to you in assessing the councils effect in our lives.

First, let me say that we chose to live in Vermont - a decision based upon our knowledge of the State's beauty and its people. We were influenced by what we perceived to be a "realness" in the lifestyles of the people, a desire toward accepting people for what they are as opposed to what they would like you to think they are. Maybe we were influenced slightly by the romantic motion that we were going somewhere where the old-time values of our fore-fathers were still being practiced.

I remember when my staff where I worked in New York learned I was moving to Vermont. They collectively reflected an envy of sorts, but then wondered "what on earth will you have to do?" - and "don't they roll up the sidewalks at night in those little towns?" -and "you've both been so active, won't you be bored?"

Reflecting after three years, I sometimes blissfully look back and think of those "good old days" when I could avoid getting involved, and when I didn't feel responsible to help because "they" would take care of it. Oh, for the "good old days" of flashing neon, high crime, double locking the doors and windows, and in reality insulating yourself from the phoniness of urban and suburban sprawl.

What did we find in Vermont? Well, so far, we've found real people who share and care. We've found a participative rural oasis where, if time would allow, we could spend all of our days and most of our nights involved in learning - much of it historic. We've found people who are receptive to others' ideas and opinions. We've found a rich and varied cultural history that seems to draw from the past looking toward the future.

While I realize to some that Grafton really isn't what you would call your "typical Vermont Town", the year round residency, together with the people in surrounding towns, does represent an excellent cross-section of life in rural America. While deciding to stay "gainfully employed" I've had the opportunity to become involved with the people in Southeastern Vermont, their dreams, aspirations, problems, and just about everything in between. It seems that the one common denominator about them all is their pride - not in themselves, but in their communities, and what there is to participate in and what they can give in return.

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- We would never have done this on Long Island (of course we never would have done it because we wouldn't have known about it)

- But we won't know anybody! (who cares)

- What if it's boring? (don't go back)

- Etc., etc. ad nauseum!

What we found was a good selection of literture, topic integrity, excellent speakers who seemed to be there because they had something to share, and most importantly, a cross section of interesting people who attended for a myraid of reasons. People, whose education ran from High school graduate to L.L.B. and Ph.D., whose occupations covered farmer, housewife, clerk, artist, shop keeper, banker, lawyer etc.. What we found were people who enjoyed a structured reading program where they might not read regularly, to those who read regularly but enjoyed the opportunity to hear knowledgeable lecturers discuss the contents of books making them take on more intersting meaning - and just think, there was no final test that you had to cram for and you didn't have to figure out how to look "good" for the professor in order to get that high mark.

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Respectfully,

Peter F. Pill

Senator STAFFORD. Thank you very much, Mr. Pill.

Would either of you have any recommendations either for the State Council on the Humanities or the National Council on the Humanities that might improve the operation of either?

If you care to think about that and drop us a line instead of responding here, we would be happy to do it that way. And I pass that on to any of the witnesses who have appeared or who may appear, we would appreciate any suggestions that were constructive in nature.

Mrs. CLIFFORD. I would rather put it in writing and think about it.

Senator STAFFORD. That would be agreeable and thank you for joining us this morning.

Has Mr. Utley been able to reach us this morning? We would agree to invite him to join us in the last panel if we were here.

The last panel will be Ms. Tordis Isselhardt, consultant, historical interpretation in Bennington, VT; and Mrs. Sally Anderson, director of Vermont Reading Project, Chester, VT.

Ms. Isselhardt, we will hear from you.

STATEMENTS OF TORDIS ISSELHARDT, CONSULTANT, HISTORICAL INTERPRETATION, BENNINGTON, VT; AND SALLY ANDERSON, DIRECTOR, VERMONT READING PROJECT, CHESTER, VT

Ms. ISSELHARDT. Thank you.

When I was first invited to testify at this field hearing, I thought that I would probably talk about our program successes here in Vermont during the two 3-year terms that I have served on the Vermont Council on the Humanities and Public Issues. I thought I might mention the many different kinds of programs we have funded, the types of people we have touched, the institutions that have become our allies, and the disciplines of the humanities that we have explored here. But, in thinking it through, I realized that such a testimony would amount to little more than a list, even with well chosen adjectives added for color, it would just be a tally with no real picture of what it all adds up to. Most of all, it would not be adequate, because it would not be evidence of the humanities at work.

The humanities are indeed specific disciplines, but they are also a way of dealing with the world, a way of reflecting on it, trying to make sense out of it, and a means of action. To testify should mean to bear witness to truths that one believes and that one is in a position to judge well. The fact that I realized by thinking it through, that a list would add no critical extra pieces to your understanding of what the humanities mean to us here in Vermont, is proof of the story that I have decided to tell instead. That is how doing the humanities differs from being in the humanities, what our council is doing about it, and why it makes such a difference.

I was in the humanities beginning with my college years studying Spanish literature at Bennington College and my graduate work in Middlebury's Language School and at three European universities. I was still in the humanities when I was teaching French and assisting in developmental research. Computer programming, I

interpreted as using another language, so even there, to my mind, I was in the same type of field.

Directing an historic house for 9 years in North Bennington meant spending that time interpreting history. It was there that I first came in contact with the Vermont Council on the Humanities and Public Issues. In fact, the second grant to be awarded by the council was to the Park-McCullough House for a four-Sunday lecture and discussion series on issues of common concern in the community: medicine, education, recreation, and housing. This was in the council's first year of operation when public issues programs were still all that could be funded. For a long time, we were one of the only museums and historical organizations that received funding from the council. We followed with several other programs, all deemed to fit into the humanities guidelines, and I gradually became aware of the meaning of the term as I prepared applications and the programs themselves. I gradually began to learn how to think through a topic in increasingly greater depth and breadth from different angles and in varying degrees of detail.

In 1980, when I was nominated and accepted for membership on the council, my training began in earnest. At full council meetings and committee meetings, I came to learn how to rigorously consider how central the humanities is to each proposal, to examine the soundness of the scholarship, and to imagine the likely effect. I learned to ask myself questions: What is the issue here? Not who is right, or what is right, or what will sell, or what I personally like. And will it work?

Finally, during the summer of 1982, I took one summer school course taught by a fellow council member, then I realized that occasional practice in the humanities was not enough for me. That fall, I took two courses; the next summer three courses; and in 1984–85, I became a full-time master's candidate. By now I have finished all course work on a second master's, and am working on written and exhibit work to complete my degree.

I have told my own tale, because I feel that my experience is not unique. While not all will actually choose to go back, or on to a formal school, and certainly not all were apparently in a humanities field already, those we touch enough to get them started on a semi-regular schedule of practicing the humanities are changed. Programs that engage the audience are giving them exercise in doing the humanities. Book and discussion programs, in my opinion, are so popular precisely because minds become more active, skills are learned or are revived, and then developed, in addition to knowledge being acquired.

Our autumn conference is an annual exercise weekend for the mind, and the effect is cumulative. I became totally committed and doubt if I will ever go back to the way I dealt with the world before. Like the fighter or the pianist who has attained a certain proficiency, even if he has not done it in awhile, the old moves and fingering come back. When in a bind, I instinctively turn the topic around, set it in a larger context, try to assume the other point of view, imagine how it came to be that way or what direction it is tending in, and wonder why it matters and to whom.

I suspect you must have done similar things when you were considering the nomination as chairman of the National Endowment for the Humanities of Edward Curran.

We are doing our most important work, I believe, in giving people this kind of practice. In our daily lives we are constantly subjected to partial pictures that have been selected for us in order to sell us something, or so they will fit into a standard module. The inherent shape of the subject itself is neglected. We ourselves are exhorted to keep things simple. It is too easy to forget that to simplify in order to be able to deal with something is not, however, to affect the complexity of its reality in the slightest. Most of those whom we enlist in the humanities will not become professionals and devote themselves to increasing a specific body of knowledge. We are, however, training a corps of practitioners who may be better able to apply critical review of their own lives and to the matters over which they exercise some decisionmaking. My personal experience with the humanities, thanks to the State-based program of the National Endowment for the Humanities, is replicated to some degree in each good program we support, and there are so very many of these. This is important work, and it makes a great deal of difference to the lives of many Vermonters.

We thank you for your faithful support.

Senator STAFFORD. Thank you. We thank you for your statement.

Mrs. Anderson, may we hear from you?

Mrs. ANDERSON. I would like to make a personal statement about how the humanities have affected me in my life and in my work.

In 1979, I began working at a library, in the Whiting Library in Chester. I had been asked if we might organize a program for adults. Could we not read books and talk about them? I had just happened to sit at the same table with Victor Swenson at a conference dinner on the humanities, and he had been encouraging me to write a grant, and so we began. We chose a theme called "Solitude: Vermont's Mixed Blessing."

I remember how nervous I was calling scholars at Dartmouth, Middlebury, and the University of Vermont. Why would anybody drive over 100 miles to speak in our small town? I have learned that they look forward to participating in humanities programs in public libraries.

During the 6 years that I have been planning and organizing projects in the humanities, all of the scholars with whom I have spoken have been enthusiastic about developing programs and gracious in giving their time and sharing their knowledge. This collaboration with scholars is one of the most rewarding elements of planning humanities programs.

To say that we were nervous before that first program of "Solitude" is an understatement. In our grant proposal, we had estimated an audience of 35 per program. When more than 50 people picked up a book for the first lecture, we knew our estimate had been low. The first night, 72 men and women crowded into Whiting Library. What a thrill for all of us who had worked so hard.

From the winter of 1980 to the present, the library has sponsored at least one book discussion series each year. The public library in Chester became the focus of intellectual activity in the community. It was known that serious books were being read there and ideas

germane to the humanities and public issues were being given a forum. What had once been called by a selectman, "that expensive little hobby on Main Street," was not perceived as an institution disseminating knowledge through reading and discussion programs which attracted large audiences.

In 1984, the Vermont Library Association submitted a grant to the National Endowment for the Humanities for major funding to establish reading discussion programs in all Vermont libraries, especially where no such programs had previously been held. We were funded in 1985, in April, and the Vermont Reading Project was born.

Since April, I have been visiting librarians and trustees throughout the State to encourage them to sponsor reading discuss programs. My message to them was stated best in the July issue of Country Journal, "For a genuine cerebral engagement, nothing has been found to beat reading. And for actual learning to take place, the best process still seems to be reading followed by knowledgeable discussion." And that is what has been happening in the 81 series in 62 communities where already reading programs have been held this year.

What were the benefits of such programming? Well, we all enjoyed having to read a book and the stimulation of hearing a scholar talk about that same book in relation to a theme, and what scholars they are. I remember Joan Aleshire reading poetry and some of it her own; Jere Daniell from Dartmouth talking about the image of smalltown New England; Robert McGrath with his slide show explaining how the painters of Vermont and New Hampshire formed our impressions of the landscape; Lael Wertenbaker speaking about her own book "Death of a Man." Those were unforgettable evenings for me. Not only was I reading quality books on a regular basis, but my perceptions of the world around me changed as I heard about new and provocative ideas. The discussions following the lectures allowed us all to share our ideas about the books and the theme.

A closeness between the participants grows during a series, friendships develop, and over lunch we find ourselves talking about the literature of South America or the selling of Vermont.

These feelings were shared by many of the participants attending the humanities programs. I heard over and over during those years, "I never would have read this book if it hadn't been in the series, and am I glad I did."

The quality of my own reading has improved as we continued to do programs. I knew books from the 19th century in which courting and marriage rites were discussed, books that explored the role of the individual in solving large, scale problems, books examining how we make choices, biographies emphasizing a personal view of history.

Talking with librarians and observing audiences have reinforced my belief in the importance of humanities programming for adults. Recently, I received a note from Marilyn Burrington, project director for the Passages series at the library in Winooski. This is their first humanities program. Her comments reflect the feelings of other librarians and program participants. "Our first discussion was a smashing success. Several of the people who attended com-

mented, 'We've been waiting so long for something like this.' They were obviously thirsty for a chance to talk books. We're very excited by the positive response." And concerning the scholar, she said, "Barbara Bloom was lively, approachable, and interesting. The audience responded to her with enthusiasm and felt at ease expressing their opinions. This openness is unusual in the first gathering of a group. I attribute it to Barbara's ability to make them comfortable and yet challenge them to think."

I and others who attend these humanities programs have a desire to talk about serious issues, confront ideas, consider challenging writers, and expand our horizons. My community is culturally isolated with few opportunities for intellectual stimulation. Reading discussion programs fill this void. They are enriching experiences, a unique blend of books, scholars, and local participants. We live in a complex and often depressing world. The news from out there is not always promising or uplifting. How special that we are able to create for ourselves programs which allow us to think about what it means to be human, to explore the issues of driving in this complex world, and to begin to better understand our culture and ourselves. I feel fortunate to live in Vermont where the State Council on the Humanities and the National Endowment for the Humanities directly affect my life.

[The prepared statement of Mrs. Anderson follows:]

STATEMENT OF SALLY ANDERSON

In the spring of 1979 Victor Swenson and I happened to sit at the same table at a conference dinner. I had just resigned from my job as a school librarian and would begin in June as public librarian at Chester's Whiting Library. After introductions and small talk, Victor and I began discussing adult programming in the public library. He told me about the Vermont Council on the Humanities and Public Issues and its interest in promoting reading/discussion groups in libraries. I knew nothing about humanities programming but was anxious to learn. I was and still am interested in developing and promoting cultural programs for adults. Victor and I exchanged ideas all through dinner; he convinced me Chester was ready for a program in the humanities and suggested I write a grant in the fall. My head began to buzz with ideas and the possibilities of doing just that.

I had been at Whiting Library for about a month when a community member, Tory Spater, asked if we might organize a program for adults. Couldn't we read books and talk about them? I told her about the Vermont Council on the Humanties and what I had learned from Victor Swenson. We considered who else in the community might be interested in working with us and came up with a committee of eight. Our committee met with Pat Bates from Rutland to hear about her success with reading/discussion programs; she explained the process of choosing a topic, writing a planning grant and meeting with the scholar to select the books.

We were lucky with that first grant: we had Victor and Michael up in Hyde Park giving us support, Pat Bates was availabe for consultation and scholars Jere Daniell and Joan Aleshire helped us choose books for our theme, SOLITUDE: VERMONT'S MIXED BLESSING. We met every week for weeks, trying to write the grant (we each took a section), contacting scholars for the books, getting the publicity laid out and worrying about

whether anyone would come to the program. We were truly immersed in the humanities. I remember how nervous I was calling professors at Dartmouth, Middlebury and the University of Vermont. Somehow they seemed way up there, and little Chester way down here. Why would anyone drive over one hundred miles to speak in our small town? I've learned since then that the college and university professors enjoy working with adults; they look forward to participating in humanities programs in public libraries. I continue to be surprised at how pleasant and helpful these professors are. During the six years that I have been planning and organizing projects in the humanities , all of the scholars with whom I have spoken have been enthusiastic about developing programs and gracious in giving their time and sharing their knowledge. All have either offered to participate in the programs or have recommended colleagues who might be interested. This collaboration with scholars is one of the most rewarding elements of planning humanities programs.

To say that we were nervous before that first program of SOLITUDE is an understatement. In our grant proposal we had estimated an audience of thirty-five per program When more than fifty people picked up a book for the first lecture, we knew our estimate had been low. The first night seventy-two men and women crowded into Whiting Library; what a thrill for all of us who had worked so hard! Since Whiting Library can only seat about thirty-five, we moved the series to the elementary school for the remaining sessions. From that time on, we scheduled meetings at the elementary school library which is both spacious and handicapped accessible. Reading/discussion programs in the humanities were off to a great start in Chester Vermont! From the winter of 1980 to the present, the library has sponsored at least one book discussion series each year.

The public library in Chester became the focus of intellectual activity in the community; it was known that serious books were being read there and ideas germane to the humanties and public issues were being given a forum. What once had been called "that expensive little hobby on Main Street" was now perceived as an institution diseminating knowledge through reading and discussion programs which attracted large audiences.

Victor Swenson and Marianne Cassell (Adult Consultant for the Vermont Department of Libraries) knew how enthusiastic I was about adult progamming in the humanitites. When they formed a committee to consider the possiblity of a reading discussion program in every public library in Vermont, they asked me to join. The committee met throughout the winter of 1984 and we decided to write a grant to the National Endowment for the Humanities for major funding "to establish reading discussion programs in all Vermont libraries, especially where no such programs had previously been held." It was suggested that I be the project director and that the Vermont Library Association sponsor the grant. We were funded in April 1985 and the Vermont Reading Project was born.

Since April I have been visiting librarians and trustees to encourage them to sponsor reading discussion programs. My message to them was stated best in the July issue of COUNTRY JOURNAL " for a genuine cerebral engagement, nothing has been found to beat reading. And for actual learning to take place the best process still seems to be reading followed by knowledgeable discussion." And that's what has been happening in the sixty-two communities where our reading discussion programs have been held this year. (Since 1979, 105 of 209 public libraries have sponsored reading discussion programs in the Humanities.)

What were the benefits of such programming? We all enjoyed having to read a book and the stimulation of hearing a scholar talk about that same book in relation to a theme . And what scholars they were: Joan Aleshire, reading poetry and some of it her own; Jere Daniell from Dartmouth talking about the image of small town New England; Robert McGrath with his slide show explaining how the painters of Vermont and New Hampshire formed our impressions of the landscape; Lael Wertenbacher, speaking about her own book DEATH OF A MAN. Those were unforgettable evenings for me. Not only was I reading quality books on a regular basis but my perceptions of the world around me changed as I heard about new and provocative ideas. The discussions following the lectures allowed us all to share our ideas about the books and the theme. A closeness between participants grows during a series; friendships develop and over lunch we find ourselves talking about the literature of South America or "the selling of Vermont."

These feelings were shared by many of the participants attending the humanities programs. I heard over and over during those years "I never would have read this book if it hadn't been in the series - and am I glad I did." The quality of my own reading improved as we continued to do programs; I knew books from the 19th century in which courting and marriage rites were discussed; books that explored the role of the individual in solving large scale problems; books examining how we make choices; biographies emphasizing a personal view of history.

Talking with librarians and observing audiences have reinforced my belief in the importance of humanities programming for adults. Recently I received a note from Marilyn Burrington, project director for the PASSAGES series, at the library in Winooski (this is their first humanities program). Her comments reflect the feelings of other librarians and program participants: "Our first discussion was a smashing success! Several of the people who attended commented 'we've been waiting so long for something like this!' They were obviously thirsty for a chance to 'talk books.' We're very excited by the positive response." Concerning the scholar she said: "Barbara (Bloom) was lively, approachable and interesting. The audience responded to her with enthusiasm and felt at ease expressing their opinions. This openness is unusal in the first gathering of a group; I attribute it to Barbara's ability to make them comfortable and yet challenge them to think."

I and others who attend these humanities programs have a desire to talk about serious issues, confront ideas, consider challenging writers and expand our horizons. My community is culturally isolated with few opportunities for intellectual stimulation. Reading/discussion programs fill this void; they are enriching experiences, a unique blend of books, scholars and local participants. We live in a complex and often depressing world; the news from out there is not always promising or uplifting. How special that we are able to create for ourselves programs which allow us to think about what it means to be human, to explore the issues of living in this complex world and to begin to better understand our culture and ourselves. I feel fortunate to live in Vermont, where the State Council on the Humanities and the National Endowment for the Humanties directly affect my life.

Senator STAFFORD. Thank you very, very much, Mrs. Anderson.

I guess my question is almost superfluous when I say that I gather from your testimony you both approve of the fact that the National Council on Humanities does support the programs here in Vermont financially as far as we can, and that Vermont Council uses the Federal dollars effectively and wisely here in the State. Is that a fair statement?

Mrs. ANDERSON. I think it is; yes.

Senator STAFFORD. Do you agree with that, Ms. Isselhardt?

Ms. ISSELHARDT. Yes; although we, the Council, distribute the funds wisely.

Senator STAFFORD. We in Washington have a saying, "We think we're doing something right." Even if something occurs to you to improve the situation, on reflection, if you would like to write to me or the committee, I encourage you to do that.

I think, with the testimony this morning, your Senator would feel that the National Council on Humanities is very much worthwhile, and we will continue it as far in the future as we can see, and we thank you very much indeed, and unless——

Mr. WILLIAMS. Senator, is it possible to make a general statement? I did not realize——

Senator STAFFORD. We have the time. Why do you not come down to the witness table.

Mr. WILLIAMS. I am sorry. I did not realize when I talked with Mr. Swenson that my testimony was presubscribed or the testimony was turned in early.

Senator STAFFORD. We do seem to have time for whatever you might like to say. And let me say, before you start, that Helen and I were at the concert last night and thoroughly enjoyed it with the Vermont Symphony.

Mr. WILLIAMS. Did you sing?

Senator STAFFORD. We stayed through the whole thing.

STATEMENT OF ARTHUR WILLIAMS, ACTING EXECUTIVE DIRECTOR, VERMONT COUNCIL ON THE ARTS, MAD RIVER VALLEY, VT

Mr. WILLIAMS. I particularly liked the Vermont rendition. I thought of Senator Aiken. Mrs. Aiken was there, and I was sorry she was not recognized, because I think Senator Aiken and Calvin Coolidge had a lot in common.

My name is Arthur Williams, and I am a citizen of Mad River Valley, and I am managing director of Vermont Council on the Arts. But I am here as a general citizen, somebody interested in the programs of humanities.

When the Humanities Council was instituted, I was very skeptical on how this organization, whose name and field of concern were relatively obscure to many Vermonters, would relate to those who were not academics. If you stopped people on the street and asked them to define humanities, I wondered what the answers would be.

Vermonters, particularly in the last 4 or 5 years, I feel, have come to recognize the importance of the humanities to their communities and to themselves. The Council's programs in Vermont, to a large part, have focused on issues close to community concerns

and to the concerns of individuals who, in many cases, are losing their identity as their communities become subjected to outside pressures and influences. Today I feel the Council and its programs are closer to the average citizen's concerns than many other Federal and State programs.

The humanities tell us something about ourselves in the context of who we are, where we came from, and hopefully help us decide in what direction we should go. The humanities help bring us together, personalize our lives, and make us think.

Some of the projects that I feel have helped to achieve this sense of community have been Mark Greenberg's Voices in the Hills, which focused on interviews with Vermonters in all occupations. It was artistically produced and aired over a number of stations. Recently, I have been impressed on the sponsorship by the Humanities Council of so many good programs on public radio. The support of Graffagnino's book on Vermont in the Victorian age was also an important contribution to our heritage, particularly to our architecture, which so much of it came from the Victorian age. Jane Beck's folklore studies and talks explored our traditions.

Other projects I remember having an impact on the community and the State were the Vermont Landscape Image project shown by the Fleming Museum and the National Council on the Humanities, which brought painters from the past to Vermont to show us what the influence was. The exhibits were aired or shown in three different locations, and they were very, very popular. And it made all of us in the arts realize how much good art there was that was produced in Vermont and, unfortunately, how much good art had left Vermont.

Another program that I was interested in was the discussion in Mad River Valley on the changing lives and landscapes of a rural area that has become a major ski area. That program was run by Nancy Graff. And many citizens, farmers, ski resort owners, shopkeepers, and individuals in the valley had a chance to assess what was happening to the landscape, what was good and what was bad, and how the influences of a rapidly expanding recreation industry were changing the lives of the people. It taught everybody to think. And I think actually from that a program came along like the Audubon Society, and I think you all remember the name of the program that emanated in Woodstock where people put their land into trust and there were advantages to that, and they saw if this land could not go into trust, that someday there would be no landscape to enjoy.

In sum, I think support of the humanities endowment has become more meaningful and important to all of us as the State, the Nation, and international issues become more complex.

Thank you very much.

Senator STAFFORD. Thank you very much, Mr. Williams.

We are glad you got here and we were able to add your voice to those we heard this morning. We appreciate it.

[Additional material supplied for the record follows:]

February 10, 1986
7 North St.
Rutland, Vt. 05701

U.S. Senator Robert T. Stafford
Champlain Mill # 45
1 Main St.
Winooski, Vt. 05404

Dear Senator Stafford:

Over the past seven years I have participated in programs at the Nella Grimm Fox Room at the Rutland Free Library. These programs have been funded by the National Endowment for the Humanities and the Vermont Council on the Arts and Humanities and have been presented to the public without an admission charge. The programs have consisted of several reading and discussion series; in each series, books have been made available to the participants without cost, and a visiting scholar, whose fee is paid by the Vermont Council on the Arts and Humanities and/or the National Endowment for the Humanities, has lectured about the book and also has led a group discussion.

Each series of programs centers around a different theme and includes usually six or eight separate evening meetings of lecture and discussion. The topics dealt with by the various series have been wide-ranging, from American history to the immigrant experience to the American family. The variety of themes has consequently drawn a varied audience, so the programs over the several years I have attended have definitely served a cross-section of the local population. Each series has attracted people who have a particular interest in the specific topic.

There are also a number of people, like myself, who have participated in nearly every series at the Fox Room. The quality of the presentations by the scholars has been consistently good; and this fact, regardless of the specific book or topic being discussed, has been an attraction in itself. I regard these series as one of the main intellectual and cultural attractions in the area; particularly in an area such as Rutland, which has not the major cultural and academic facilities that a larger city might offer, programs funded by the National Endowment for the Humanities are vital the the residents. Programs such as these are a vital part of community life and could not exist without financial support from government funding. And as Vermont is not a state in which most people have the income necessary to travel elsewhere for intellectual and cultural pursuits, the funding that enables programs to be presented without charge is crucial.

I would like to offer my support and encouragement to you in your work to continue government funding in the arts and humanities. I feel that this is a necessary and vital part of local and community life; without this funding, there would be needs in the local area which would not be served.

Sincerely yours,
Virginia Langlois
Virginia Langlois

LAMOILLE NORTH SUPERVISORY UNION

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ADMINISTRATIVE ASSISTANT

H. ARTHUR FARNUM
SPECIAL ED. ADMINISTRATOR

To: Senate Subcommittee on Education, Arts and the Humanities

From: Gayle A. Utley, Superintendent of Schools

Re: Testimony on the Positive Effects of the Office of the Vermont Council on the Humanities and Public Issues

Date: May 1, 1986

Dear Senator Stafford and Committee Members:

It is with great pleasure that I submit the following testimony on the positive affects of the Office of the Vermont Humanities and Public Issues programs.

My superintendency encompasses seven rural northern Vermont towns with populations that range from the community of Belvidere, Vermont with a total adult population of 168 to Hyde Park, Vermont with a total adult population of 1,300. Geographically, we are forty miles from the nearest metropolitan area (Burlington, Vermont) and, therefore, one hour from the nearest cultural and educational opportunity.

The Vermont Council on the Humanities and Public Issues has worked closely with this Superintendent and with our supervisory union to devise programs which would bring acclaimed scholars into our region. When we first joined hands with the Vermont Council on the Humanities and Public Issues personnel, it was with some apprehension as to whether our population would be responsive to this type of venture. I was amazed when the enrollment for our first reading and discussion group (Vermont and the New Nation) started pooring in. Our first program drew an enrollment of 65 people from nine rural Vermont communities and represented individuals from an amazingly diverse educational and socio-economic background. Enrollments remained at the over 60 level throughout the program and our citizens participating in the program spoke loudly to this Superintendent that these programs be conducted in the future. We are now entering our fourth year of offering high level intellectual readings and high level scholar-led discussion groups. The Vermont Council on the Humanities and Public Issues has allowed us to fulfill a dream of making education a lifetime goal. The Council has provided us with expertise in the areas of planning, instruction, readings and scholars that usually do not exist in a rural environment. Our programs have been unbelievably successful, exceedingly appreciated by the citizens taking advantage of the programs, and highly motivating for all participants.

The most impressive aspect of the Council's reading and discussion groups has been the wide interest and backround range of the participants. My personal favorite member has been an extremely bright middle aged woman from the rural mountain town of Belvidere. Myrna (first name basis) was valedictorian of her high school graduating class and has spent the last 23 years working behind the counter of a general store which she owns. This was her first opportunity in twenty three years to grow and explore her intellectual capabilities. Myrna calls weekly to discuss with me her latest readings and to "demand" that future programs continue to be offered. The federal expenditures for these reading discussion groups were, in my opinion, met by the impact the Vermont Council on the Humanities and Public Issues has had on this one individual. I can guarantee that another year will not pass without her exploring the depths of her intelligence and investigating the availability of lifetime learning. Enrolled in this same program is a construction worker, two retired college professors, several active and retired teachers, a retired doctor and his wife, a local engineer, and several people active in a variety of trades. The reading and discussion programs have brought these fine human beings together and provided them with an opportunity and format for working together and learning togther. The programs have led to new friendships, new learning and, unequivocally, to a higher level of understanding and a greater pride in our state, our nation, and the heritage that we all hold in common.

Without the support of the Vermont Council on the Humanities and Public Issues, I could not continue to offer programs of the quality and scope that we are presently engaged in. The greatest compliment to this organization came to me through a neighboring superintendent who received a tremendous amount of pressure from his community to offer the same type of quality and program that we had offered. I beseech this Senate Subcommittee to continue to fund the Vermont Council on the Humanities and Public Issues. This Council represents to our citizens the best aspects of a strong intellectual and stimulating federal government.

Respectfully submitted,

GAYLE A. UTLEY
Superintendent of Schools

GAU/m

cc: Mr. Victor Swenson
Vermont Council on the Humanities and Public Issues

Senator STAFFORD. Now, unless there is someone else who wants a minute, we are going to say that this meeting is adjourned.

[No response.]

Senator STAFFORD. Thank you all.

[Whereupon, the subcommittee adjourned as 11:21 a.m.]

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